Reporting Federal Activities and Matters of National Concern . . .

HIGHER EDUCATION

January–February 1964

President Johnson's Remarks Upon Signing the Higher Education Facilities Act

The Higher Education Facilities Act of 1963: A Section-by-Section Analysis

The Kennedy Legacy

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—Office of Education

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President Johnson

His Remarks Upon Signing The Higher Education Facilities Act of 1963

I AM PROUD and happy to approve at this time the Morse-Green bill, the Higher Education Facilities Act of 1963, and to especially compliment Chairman Powell, Congresswoman Green, and their colleagues in the House, Senator Morse and his colleagues in the Senate, and everyone else who worked so hard for the passage of this very important legislation.

A great former President of the Republic of my State said "The educated man is the guardian genius of democracy. It is the only dictator that free men recognize and the only ruler that free men desire." So this new law is the most significant education bill passed by the Congress in the history of the Republic. In fact, this session of the Congress will go down in history as the Education Congress of 1963, and every person here this morning who has been invited to come to the White House at the request of the President can be very proud, and their children can be very proud, of the part they played in the enactment of this legislation.

Working together, the Congress and the Executive Branch have made possible the enactment of a series of legislative landmarks in the field of education. Under these various measures:

1. We will help to provide college classrooms for several hundred thousand more students who will nearly double college enrollment in this decade.

2. We will help to build 25 to 30 new public community colleges every year.

3. We will help to construct the technical institutes that are needed to close the gap in this crucial area of trained manpower.

4. We will help to build graduate schools and facilities in at least 10 to 20 major academic centers.

5. We will help to improve the quality of library facilities in our own universities and colleges.

6. We will increase the number of medical school graduates and we will relieve the growing shortages of physicians and dentists and other needed professional health personnel.

7. We will enable some 70,000 to 90,000 additional students to attend college each year under an expanded loan program.

8. We will modernize and expand our Federal-State programs for vocational education in order to train for the changing world of work the eight out of ten young people who will never obtain a college education.

9. We will reduce the shortage of qualified personnel for the training and teaching of mentally retarded and other handicapped children.

10. We will expand our manpower development and training program to meet the growing problem of untrained, unemployed school drop-outs.

11. We will expand programs for teaching science

and mathematics and foreign languages, while extending the other valuable provisions of the National Defense Education Act.

12. We will continue the program of Federal financial assistance for the construction and the maintenance and the operation of schools that are crowded by the presence of children of Federal personnel.

13. And finally, we will, under legislation to be passed shortly, provide public libraries for the residents of cities and counties all over this great country who now have only antiquated library facilities and some have no libraries at all.

This legislation is dramatic, and it is concrete evidence of a renewed and continuing national commitment to education as the key to our Nation's social and technological and economic and moral progress. It will help meet the demands of our economy for more skilled personnel; it will enable many more of our young people to cope with the explosion of new knowledge and to contribute effectively in a world of intellectual, political, and economic complexity.

But these new measures will still not do the whole job of extending educational opportunities to all who want and can benefit by them, nor in meeting our growing national needs. I, therefore, strongly urge the Congress to take early, positive action on the unfinished portion of the National Education Improvement Act, particularly those programs which will assist elementary and secondary schools. In addition, I urge prompt action on proposed programs for combating adult illiteracy, for expanding adult education, for improving the quality of education at all levels.

President Kennedy fought hard for this legislation. No topic was closer to his heart. No bill was the object of more of his attention. Both his life and his death showed the importance and the value of sound education. The enactment of this measure is not only a monument to him, it is a monument to every person who participated in passing it, and most of you are in this room today.

It clearly signals this Nation's determination to give all of our youth the education they deserve, and as long as we have a government, that government is going to take its stand to battle the ancient enemies of mankind, illiteracy, and poverty and disease, and in that battle, each of you are soldiers who wear the badge of honor.

The Higher Education Facilites Act of 1963

A Section-by-Section Analysis*

Section 1. Short title

This section provides that the act may be cited as the Higher Education Facilities Act of 1963.

Section 2. Findings and declaration of policy

In this section the congressional findings and declaration of policy are set forth.

TITLE I—Grants for construction of undergraduate academic facilities

Section 101. Appropriations authorized

This section states that it establishes a 5-year program of grants to institutions of higher education for the construction of academic facilities, to be administered by the Commissioner of Education. However, it authorizes appropriations only for the first 3 years, i.e., $230 million annually for the fiscal year ending June 30, 1964, and each of the 2 succeeding fiscal years, so that this section will have to be later amended to authorize appropriations for the fourth and fifth years. (The Congressional purpose of thus deferring establishment of an appropriation authorization for the last 2 years is to assure Congressional review of the operation of the entire program in the third year.) If in either of the first 2 fiscal years in the 3-year period for which appropriations are authorized by the bill the amount actually appropriated is less than $230 million, the

Continued on page 7

* *Prepared by Theodore Ellenbogen, Deputy Chief, Division of Legislation, Office of General Counsel, Department of Health, Education, and Welfare.*

The Kennedy Legacy*

EACH OF US, I am sure, has his own precious and personal legacy from John Fitzgerald Kennedy, and each of us, in his own way, will keep it to strengthen him in the difficult days ahead. At the same time, this dynamic and most articulate President left such a treasurehouse of ideals and accomplishments that their influence will be an inspiration for longer than we can see.

Let me illustrate, and in what better way than in his own words?

On Youth

> . . . The future promise of any nation can be directly measured by the present prospects of its youth. This Nation—facing increasingly complex economic, social, and international challenges—is increasingly dependent on the opportunities, capabilities, and vitality of those who are soon to bear its chief responsibilities. Such attributes as energy, a readiness to question, imagination, and creativity are all attributes of youth that are also essential to our total national character. To the extent that the Nation is called upon to promote and protect the interests of our younger children, it is an investment certain to bring a high return, not only in basic human values but in social and economic terms.[1]

If this Nation has been influenced to dedicate even a small additional part of its resources to the education of its youth, then we are fortunate beyond measure.

On Education

> Education is the keystone in the arch of freedom and progress. Nothing has contributed more to the enlargement of this Nation's strength and opportunities than our traditional system of free, universal elementary and secondary education, coupled

**Remarks by Peter P. Muirhead, Assistant Commissioner for Program and Legislative Planning, U.S. Office of Education, before the Washington Higher Education Group, meeting at the Headquarters of the American Association of University Women, Washington, D.C., December 10, 1963.*

[1] Quoted from "Our Nation's Youth," Message from the President of the United States to the 88th Congress, 1st Session, page 1.

with widespread availability of college education.

> For the individual, the doors to the schoolhouse, to the library, and to the college lead to the richest treasures of our open society; to the power of knowledge—to the training and skills necessary for productive employment—to the wisdom, the ideals, and the culture which enrich life—and to the creative, self-disciplined understanding of society needed for good citizenship in today's changing and challenging world.
>
> For the Nation, increasing the quality and availability of education is vital to both our national security and our domestic well-being. A free nation can rise no higher than the standard of excellence set in its schools and colleges . . .[2]
>
> In short, from every point of view, education is of paramount concern to the national interest as well as to each individual. Today we need a new standard of excellence in education, matched by the fullest possible access to educational opportunities, enabling each citizen to develop his talents to the maximum possible extent.[3]

Suiting action to the nobility of his words, President Kennedy submitted a comprehensive program—the National Education Improvement Act of 1963—designed to shore up all parts of the House of Education.

On the Problems of Federal Aid to Education

> Our concern as a nation for the future of our children—and the growing demands of modern education which Federal financing is better able to assist—make it necessary to expand Federal aid to education beyond the existing limited number of special programs. We can no longer afford the luxury of endless debate over all the complicated and sensitive questions raised by each new proposal on Federal participation in education. To be sure, these are all hard problems—but this Nation has not come to its present position of leadership by avoiding hard problems. We are at a point in history when we must face and resolve these problems.[4]

His Accomplishments

Perhaps the most glorious thing about the legacy we have from John Fitzgerald Kennedy is that this legacy is clearly evident for all reasonable men to see and to cherish. It is evident in the romance of the ideals he espoused and fostered.

Peace and freedom

From his resolute leadership on the Cuban missile episode to his compassion for all mankind reflected in the nuclear test ban treaty, we are closer to a realization that peace and freedom are not in conflict. "I speak of peace," he said, "as the necessary rational end of rational men."

Civil rights

It is hoped that before many weeks have passed we will have taken a long stride toward restoring the dignity that a free society and all its citizens deserve in the area of civil rights.

> I therefore ask every Member of Congress to set aside sectional and political ties, and to look at this issue from the viewpoint of the Nation. I ask you to look into your hearts—not in search of charity, for the Negro neither wants nor needs condescension—but for the one plain, proud, and priceless quality that unites us all as Americans: a sense of justice. In this year of the emancipation centennial, justice requires us to insure the blessings of liberty for all Americans and their posterity—not merely for reasons of economic efficiency, world diplomacy, and domestic tranquillity—but, above all, because it is right.[5]

Equal educational opportunity

> It is our responsibility to do whatever needs to be done to make educational opportunity available to all and to make it of the highest possible quality.

[2] Quoted from "Program for Education," Message from the President of the United States to the Congress, January 29, 1963. House Document No. 54, 88th Congress, 1st Session, page 1.

[3] Ibid, page 2, fourth paragraph.

[4] Ibid, page 2, fifth paragraph.

[5] Quoted from "Civil Rights," Message from the President of the United States to the Congress, June 19, 1963. House Document No. 124, 88th Congress, 1st Session, page 14.

Even today, the 88th Congress has translated into statute many of the ideals so eloquently advocated by President Kennedy by

—strengthening and updating vocational education;

—helping our colleges and universities to construct needed academic facilities;

—expanding NDEA loans for able needy students seeking a college education.

There will be an opportunity in the second session of the 88th Congress to make the rest of the proposed National Education Improvement Act a reality in stengthening education in all of its parts. Again it is part of the legacy from this truly educated man that "We pledge ourselves to seek a system of education where every young American can be educated, not according to his race or his means, but according to his capacity."

He is missed. But of him Homer's words take on a meaning both comforting and poignant:

> He ceased; but left so pleasing on their ear
> His voice, that listening still they seemed to hear.

Analysis of The Act

Continued from page 4

difference between the amount so appropriated and $230 million is also authorized to be appropriated for any subsequent fiscal year in such period. Sums appropriated under this section would remain available for reservation (i.e., obligation for particular construction projects) under section 109 until the end of the fiscal year following the one for which they are appropriated.

Section 102. Apportionment as between facilities for public community colleges and public technical institutes and facilities for other institutions

This section earmarks 22 percent of the appropriations under section 101 for allotment among the States pursuant to section 103 for use in providing academic facilities for public community colleges and public technical institutes, and the remaining 78 percent of the appropriations for allotment among the States pursuant to section 104 for use in providing academic facilities for other institutions of higher education. The term "public community college and public technical institute" is defined by section 401. Essentially, this term refers to a *public* "institution of higher education" (defined in section 401) which is either a community (junior) college providing principally a 2-year program acceptable for full credit toward a baccalaureate degree, or an institution offering a 2-year program to train semiprofessional technicians for work in engineering, scientific, or other technological fields.

Section 103. Allotments to States for public community colleges and public technical institutes

Subsection (*a*) of this section requires allotment of the sums earmarked for public community colleges and public technical institutes under section 102 among the States on the basis of the income per person and the number of high school graduates of the respective States. The allotment formula is as follows: Each State shall receive an amount which bears the same ratio to the sums so earmarked as the product of the number of high school graduates of the State and the State's allotment ratio (determined under subsection (*d*)) bears to the sum of the corresponding products for all the States.

Subsection (*b*) provides that each allotment to a State under this section shall, in accordance with the provisions of this title, be available for payment of the applicable Federal share (i.e., 40 percent) of the development cost (generally, the cost of construction and land acquisition) of approved projects for the construction of academic facilities within such State for public community colleges and public technical institutes. (For definitions of "academic facilities," "construction," and "development cost," see section 401.) Sums allotted to a State under this section *for the fiscal year 1964* are to remain available for reservation for particular projects as provided in section 109 until the close of the fiscal year 1965, in addition to the sums allotted to the State for the fiscal year 1965.

Subsection (*c*) requires in the case of an allotment under this section for the fiscal year 1965 or 1966, that any part of such allotment not reserved for particular projects (as provided in section 109) by the close of the allotment year be reallotted by the Commissioner of Education (hereinafter referred to as "Commissioner") among the States that can use the amounts so reallotted without delay. The reallotment would be made by the Commissioner on the basis of such factors as he determines to be equitable and reasonable. Amounts so reallotted

to a State, are to remain available for reservation for projects in the reallottee State, until the close of the fiscal year next succeeding the year for which originally allotted. (E.g., that part of an allotment to State X for the fiscal year ending June 30, 1965, which is reallotted to State Y would be available for reservation for projects in State Y until the close of June 30, 1966.)

Subsection (*d*) provides that the allotment ratio for a State shall be 1.00 less the product of (A) 0.50 and (B) the quotient obtained by dividing the income per person for the State by the income per person for the continental United States (which includes Alaska) and Hawaii, except that the allotment ratio shall in no case be less than 0.33⅓ or more than 0.66⅔, and that the allotment ratio for Puerto Rico, the Virgin Islands, Guam, and American Samoa shall be 0.66⅔. (A special allotment ratio of 0.50 is fixed by the bill for any State having exceptionally high construction costs as described in the bill, but this is not applicable to any State under present conditions.) The Commissioner of Education shall promulgate the allotment ratios as soon as possible after enactment of this act and annually thereafter on the basis of the average of the incomes per person of the States and of the United States (excluding Puerto Rico, the Virgin Islands, Guam, and Samoa) for the three most recent consecutive calendar years for which the Department of Commerce has available satisfactory data.

Subsection (*d*) also defines the term "high school graduate" for the purpose of applying the allotment formula under this section (and authorizes the Commissioner to interpret the definition), and provides that the number of high school graduates used in the formula shall be limited to the number who were graduated in the most recent school year for which satisfactory data are available from the Department of Health, Education, and Welfare.

Section 104. Allotments to States for institutions of higher education other than public community colleges and public technical institutes

Under subsection (*a*) one-half of the funds earmarked for any fiscal year under section 102 for use in providing academic facilities for institutions *other* than public community colleges and public technical institutes is to be allotted among the States on the basis of the relative numbers of students enrolled in institutions of higher education in the States, i.e., the number of full-time students and the full-time equivalent of the number of part-time students as determined by the Commissioner. The remaining one-half of such funds for each such fiscal year is to be allotted among the States on the basis of the relative numbers of students enrolled in grades 9 to 12, both inclusive, in schools (whether public or private) in the States. Enrollment would be determined by the Commissioner on the basis of the most recent year for which he has satisfactory data.

Subsection (*b*) provides that a State's allotment under this section shall be available, in accordance with the provisions of this title of the bill, for payment of the applicable Federal share of the development cost of approved projects for the construction of academic facilities within the State for institutions of higher education *other* than public community colleges and public technical institutes. (Under other sections, particularly sections 107(*b*) and 401(*d*), the "Federal share" applicable to such projects may not exceed 33⅓ percent of such development cost, but the applicable State plan may provide for a uniform or variable lesser portion of the development cost as the Federal share.) Sums allotted to a State under this section for the fiscal year ending June 30, 1964, are to remain available for reservation for such projects in that State until the close of June 30, 1965, in addition to sums allotted to that State for the fiscal year ending June 30, 1965.

Subsection (*c*) provides that amounts allotted under this section for the fiscal year ending June 30, 1965, and the succeeding fiscal year, which are not reserved for projects by the close of the fiscal year for which they are allotted, shall be reallotted by the Commissioner, on the basis of such factors as he determines to be equitable and reasonable among the States which he determines are able to use without delay any amounts so reallotted to them. Such reallotments are to be available for reservation until the close of the fiscal year next succeeding the fiscal year for which they were originally allotted. (See example in description of section 103(*c*).

Section 105. State commissions and plans

Under subsection (*a*) any State desiring to participate in the grant program for the construction of academic facilities must have a State commission and submit through the State commission a State plan for participation in this grant program. In the absence of a State plan approved by the U.S.

Commissioner the facilities grant program could not become operative in the State concerned. The State commission for any State must be broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State. If any existing State agency in a State meets these conditions, it will be designated as the "State commission" for the purposes of this program, but if no such State agency exists in the State, the State must, by appropriate executive or legislation action, establish such an agency in order to participate in this program.

The Commissioner must approve a State plan submitted under this section if it contains the following:

(1) A provision that the State plan shall be administered by the State commission.

(2) Objective standards and methods, consistent with basic criteria prescribed by the Commissioner pursuant to section 107, for determining (*A*) relative priorities of eligible projects for the construction of academic facilities submitted by institutions of higher education in the State and (*B*) the Federal share of the development cost of each such project (other than a project for a public community college or public technical institute, for which the bill fixes a flat 40 percent Federal share), unless the plan provides for a uniform Federal share for all such projects (other than those for public community colleges and public technical institutes).

(3) A provision that the funds allotted (or reallotted) for any year to the State under section 103 will be available only for use for the construction of academic facilities for public community colleges and public technical institutes and that funds allotted (or reallotted) under section 104 will be available only for construction of academic facilities for other institutions of higher education.

(4) Provisions (*A*) for assigning priorities solely on the basis of the criteria, standards, and methods referred to in paragraph (2) above to eligible projects submitted to the State commission and deemed by it to be approvable and (*B*) for approving and recommending to the U.S. Commissioner, in the order of such priority, applications covering such eligible projects and for certifying to the U.S. Commissioner the Federal share of the development cost of the project involved.

(5) Provision for affording to every project applicant an opportunity for a fair hearing before the State commission as to the priority assigned to the project or as to any other determination of the State commission adversely affecting the applicant.

(6) Provisions (*A*) for necessary fiscal control and fund accounting procedures with respect to Federal funds paid to the State under this program and (*B*) for making reports reasonably necessary to enable the U.S. Commissioner to perform his functions under the grant program. (The funds referred to in this paragraph are payments for administrative expenses of the State commission during the first 2 fiscal years, referred to in subsection (*b*) of this section.)

Subsection (*b*) authorizes the Commissioner to expend not in excess of $3 million during each of the first 2 years of this grant program for the administration of approved State plans, including expenses he determines necessary for the preparation of those plans.

Section 106. Eligibility for grants

This section provides, in the first place, that an institution of higher education *other than a public community college or public technical institute* shall be eligible for a grant for construction of an academic facility only if the construction is limited to structures (or portions thereof) especially designed for instruction or research in the natural or physical sciences, mathematics, modern foreign languages, or engineering or for use as a library, and secondly, in the case of *any* institution of higher education (including a public community college or public technical institute), only if the particular construction will, either alone or together with other construction to be undertaken within a reasonable time, (1) result in an urgently needed substantial expansion of the institution's student enrollment capacity, or (2) in the case of a new institution of higher education, result in creating urgently needed enrollment capacity.

Section 107. Basic criteria for determining priorities and Federal share

Subsection (*a*) provides that, as soon as practicable after the enactment of this act, the Commissioner shall by regulation prescribe basic criteria to which the provisions of State plans setting forth standards and methods for determining relative priorities of eligible construction projects, and the application of such standards and methods to such projects

under such plans, shall be subject. These basic criteria must (1) be such as would best tend to achieve the objectives of this grant program, while leaving opportunity and flexibility for the development of State plan standards and methods that would best accommodate the varied needs of institutions in the several States, and (2) give special consideration to expansion of undergraduate enrollment capacity. Subject to these requirements, such regulations could, in the sound discretion of the Commissioner, establish appropriate additional basic criteria for determining priorities, as indicated by examples set forth in the bill.

Under subsection (*b*) the Commissioner is to prescribe by regulation basic criteria for determining the Federal share of the development cost of any eligible project (except a project for a public community college or public technical institute) under this grant program, to which criteria the applicable standards and methods set forth in the State plan for any State would have to conform in the absence of a uniform statewide Federal share specified in or pursuant to such plan. As already stated, the Federal share may not exceed 33⅓ percent, except in the case of a public community college or public technical institute where it is a flat 40 percent.

Regulations prescribed by the Commissioner under this section may be amended from time to time.

Subsection (*c*) requires that, in prescribing regulations under this section, the Commissioner observe the provisions of section 4 of the Administrative Procedure Act requiring that notice of proposed rulemaking be published in the Federal Register and that interested persons have an opportunity to submit views thereon.

Section 108. Applications for grants and conditions for approval

Subsection (*a*) provides that an institution of higher education, in order to obtain a grant under this program, must submit application therefor to the Commissioner at such time or times and in such manner as the Commissioner may prescribe. This application would have to contain the information prescribed in order to enable the Commissioner to make determinations required of him.

Under subsection (*b*) the Commissioner is required to approve any application covering a project for construction of an academic facility submitted

Grants for construction of undergraduate academic facilities: By States, fiscal year 1964, authorized by the Higher Education Facilities Act of 1963, title 1

State	Total	For public community colleges and public technical institutes [1]	For undergraduate institutions other than public community colleges and public technical institutes [2]
U.S. and outlying parts	$230,000,000	$50,600,000	$179,400,000
50 States and D.C.	227,781,567	49,964,140	177,817,427
Alabama	3,799,198	1,155,837	2,643,361
Alaska	169,796	34,250	135,546
Arizona	2,039,680	437,366	1,602,314
Arkansas	2,255,144	675,054	1,580,090
California	23,526,503	3,726,316	19,800,187
Colorado	2,571,544	487,685	2,083,859
Connecticut	2,902,416	505,248	2,397,168
Delaware	500,816	83,281	417,535
Florida	5,635,182	1,350,056	4,285,126
Georgia	4,509,395	1,231,290	3,278,105
Hawaii	899,468	234,752	664,716
Idaho	984,840	274,101	710,739
Illinois	11,297,614	2,090,262	9,207,352
Indiana	5,975,860	1,329,095	4,646,765
Iowa	3,831,406	931,592	2,899,814
Kansas	3,079,469	753,906	2,325,563
Kentucky	3,513,723	919,798	2,593,925
Louisiana	4,175,243	1,097,948	3,077,295
Maine	1,171,567	329,261	842,306
Maryland	3,624,130	752,669	2,871,461
Massachusetts	7,210,128	1,296,905	5,913,223
Michigan	10,234,803	2,266,764	7,968,039
Minnesota	5,014,430	1,170,876	3,843,554
Mississippi	2,727,345	742,420	1,984,925
Missouri	5,321,233	1,201,727	4,119,506
Montana	961,224	235,679	725,545
Nebraska	1,944,680	452,199	1,492,481
Nevada	307,199	53,460	253,739
New Hampshire	808,359	180,313	628,046
New Jersey	6,048,385	1,321,112	4,727,273
New Mexico	1,248,015	295,578	952,437
New York	19,470,568	3,336,848	16,133,720
North Carolina	5,985,548	1,624,672	4,360,876
North Dakota	1,002,227	275,852	726,375
Ohio	11,604,625	2,565,844	9,038,781
Oklahoma	3,424,468	821,735	2,602,733
Oregon	2,723,857	579,361	2,144,496
Pennsylvania	13,590,426	3,239,816	10,350,610
Rhode Island	1,083,955	222,134	861,821
South Carolina	2,830,114	859,487	1,970,627
South Dakota	968,409	253,087	715,322
Tennessee	4,523,952	1,216,405	3,307,547
Texas	11,654,882	2,702,739	8,952,143
Utah	1,826,626	353,828	1,472,798
Vermont	618,569	141,789	476,780
Virginia	4,359,966	1,102,635	3,257,331
Washington	4,214,652	872,466	3,342,186
West Virginia	2,340,941	649,714	1,691,227
Wisconsin	5,502,074	1,336,254	4,165,820
Wyoming	448,283	101,410	346,873
District of Columbia	1,318,630	91,264	1,227,366
American Samoa	14,171	3,647	10,514

Grants for Construction of Facilities—Continued

State	Total	For public community colleges and public technical institutes [1]	For undergraduate institutions other than public community colleges and public technical institutes [2]
Guam.....	$67,945	$19,520	$48,425
Puerto Rico.....	2,114,530	604,082	1,510,448
Virgin Islands...	21,787	8,601	13,186

[1] Distributed according to the State products of 1962–63 high school graduates and allotment ratios with limits of .3333 and .6667. [2] One-half is distributed according to fall 1962 enrollment in grades 9–12, and one-half is distributed according to fall 1963 enrollment in institutions of higher education.

Note: Some of the data on enrollments and high school graduates are estimated.

to him pursuant to subsection (*a*) if certain specified conditions are met. These conditions include, among others, requirements that the project be eligible under section 106 and approved by the appropriate State commission; that the State commission has certified the applicable Federal share of cost, and funds therefor are available from the State's allotment or reallotment; that the project has the necessary priority; that the construction will be undertaken in an economical manner and will not be of elaborate or extravagant design or materials; and that there is satisfactory assurance that sufficient funds will be available to meet the non-Federal portion of the cost of the project and to provide for the effective use of the academic facility upon completion, and that the facility will be used as an academic facility for at least the period of the Federal interest therein. (See section 404.)

Subsection (*c*) provides that amendments of applications for grants are subject to approval in the same manner as original applications, except as the Commissioner might otherwise provide by or pursuant to regulation.

Section 109. Amount of grant—Payment

This section provides that upon approval of an application for a grant the Commissioner shall reserve from the applicable allotment (or reallotment) the amount of such grant, which is to be equal to the Federal share certified to the Commissioner under the State plan. This would obligate the applicable allotment and appropriation. The Commissioner would then pay the reserved amount, either in advance or by way of reimbursement, and in such installments consistent with construction progress, as he may determine.

Section 110. Administration of State plans

Subsection (*a*) of this section provides that the Commissioner shall not finally disapprove any State plan, or any modification thereof, without first affording the State commission submitting the plan reasonable notice and opportunity for hearing.

Under subsection (*b*), whenever the Commissioner, after reasonable notice and opportunity for a hearing to a State commission, finds—

(1) that its State plan has been so changed that it no longer complies with the provisions of section 105(*a*); or

(2) that in the administration of the plan there is a failure to comply substantially with any such provision, the Commissioner must notify the State commission that the State will not be regarded as eligible to participate in this program until he is satisfied that there is no longer any such failure to comply.

Section 111. Judicial review of Commissioner's action on State plans

Under this section, any State dissatisfied with the Commissioner's final action with respect to the initial approval of its State plan or with his final action under section 110(*b*) could obtain judicial review of such final action. The review would take place in the U.S. court of appeals for the circuit in which the State is located. The judgment of the U.S. court of appeals would be subject to review by the Supreme Court.

TITLE II—Grants for construction of graduate academic facilities

Section 201. Appropriations authorized

This section establishes a 5-year program of grants to assist institutions of higher education to improve existing graduate schools and cooperative graduate centers, and to assist in the establishment of graduate schools and cooperative graduate centers of excellence. It, however, authorizes appropriations only for the first 3 years, i.e., $25 million for the fiscal

year ending June 30, 1964, and $60 million each for the fiscal years ending June 30, 1965 and 1966. Appropriation authority for the next 2 years will need to be provided by amendment of this section. (Cf. description of section 101 for the reason.)

The sums appropriated for the fiscal year ending June 30, 1964, will remain available for grants until the close of June 30, 1965.

Section 202. Grants

Subsection (*a*) provides that grants under this title may be made to institutions of higher education and to cooperative graduate center boards (defined in section 401) to help meet the development cost of projects for construction of academic facilities for graduate schools and cooperative graduate centers (defined in section 401.) Such grants will be made only upon sufficient application to the Commissioner.

Subsection (*b*) provides that the Federal share under this title shall not exceed 33⅓ percent of the development cost of any construction project.

Subsection (*c*)(1) provides that the Commissioner shall not approve any application for a grant under this title without the advice of the Advisory Committee established under section 203.

Subsection (*c*)(2) provides that in approving applications the Commissioner shall consider the extent to which projects will contribute to achieving the objective of this title—which is to increase the supply of highly qualified personnel critically needed by the community, industry, Government, research, and teaching—and also the extent to which the grants will aid in attaining a wider geographical distribution of graduate schools and cooperative graduate centers throughout the United States.

Subsection (*d*) provides that the amount of payments for projects in any one State made from the appropriation under this title for any fiscal year may not exceed 12½ percent of such appropriation.

Section 203. Advisory Committee

Subsection (*a*) establishes in the Office of Education an Advisory Committee on Graduate Education. The membership consists of the Commissioner, who will be Chairman, one representative from the Office of Science and Technology in the Executive Office of the President, one from the National Science Foundation, and eight additional members appointed by the Commissioner with the approval of the Secretary of Health, Education, and Welfare. The eight will be selected from leading authorities in education, with at least three from the humanities and one of these three from a graduate school of education.

Subsection (*b*) provides that the Advisory Committee shall advise the Commissioner on (1) the action to be taken on applications for grants under this title and (2) the preparation of general regulations and policy. The Advisory Committee may appoint special advisory and technical experts and consultants as it deems useful in carrying out its functions.

Subsection (*c*) contains the usual provisions relating to compensation of advisory committees.

TITLE III—Loans for construction of academic facilities

Section 301. Lending authority

This section contains the basic authority for the Commissioner to make loans to institutions of higher education or to higher education building agencies for construction of academic facilities.

Section 302. Loan limit for any State

This section limits the amount of loans which may be made to institutions in any one State to 12½ percent of the total loans made.

Section 303. Eligibility conditions, amounts, and terms of loans

Under subsection (*a*) of this section loans may be made only if the following conditions are met: Not less than one-fourth of the facility's development cost (as defined in section 401(*c*)) must be financed from non-Federal sources. The applicant must be unable to secure the amount of the loan from other sources upon terms and conditions which are as favorable as those applicable to these loans. The construction must be undertaken in an economical manner and not be of elaborate or extravagant design or materials.

Subsection (*b*) of this section requires these loans to be secured in such manner, and repaid within such period, not exceeding 50 years, as may be determined by the Commissioner. The provision as to security is not intended to require that the Commissioner obtain a mortgage or other lien on property of the borrowing institution. The interest rate on a loan is to be set by the Commissioner at a per

For additional information on this act write to:
Higher Education Facilities Act of 1963
U.S. Office of Education
Washington, D.C., 20202

annum rate that is not less than one-quarter of 1 percentage point above the average annual interest rate on all interest-bearing obligations of the United States forming a part of the public debt as computed at the end of the preceding fiscal year, adjusted to the nearest one-eighth of 1 percent.

Subsection (*c*) provides that the Commissioner shall make such loans during the period of 5 fiscal years beginning with the fiscal year 1964, but it authorizes appropriations only for the first 3 years, i.e., $120 million annually for the fiscal year ending June 30, 1964, and each of the 2 succeeding fiscal years. For fiscal years ending June 30, 1967, and June 30, 1968, the appropriations will be such as the Congress may authorize by amendment of this section. (Cf. description of section 101 for reason.)

If in either of the first 2 fiscal years in the 3-year period for which appropriations are authorized by this section the amount actually appropriated is less than $120 million, the difference between the amount so appropriated and $120 million is also authorized to be appropriated for any subsequent fiscal year in such period.

Section 304. General provisions for loan program

Subsection (*a*) provides that such financial transactions of the Commissioner as the making of loans, and vouchers approved by the Commissioner in connection with such financial transactions, shall be final and conclusive upon all officers of the Government.

Subsection (*b*) authorizes the Commissioner to prescribe fees to cover expenses of inspections (including audits) and providing representatives at project sites.

Subsection (*c*) grants the authority, usual in these programs, for the Commissioner to prescribe rules and regulations, sue and be sued, foreclose on and acquire property and manage it thereafter, dispose of real property, consent to the modification of the terms of contracts, and include in contracts and agreements other covenants, conditions, and provisions necessary to assure that the purposes of this loan program will be assured. Among such provisions are those designed to assure against use of the facility, with respect to which the loan is made, for purposes described in section 401(*a*)(2).

TITLE IV—General provisions

Section 401. Definitions

This section defines the following terms for the purposes of the act.

"Academic facilities" means structures suitable for use as classrooms, laboratories, libraries, and related instructional, research, or administrative facilities. The term also includes service facilities essential to operation of the foregoing facilities. *Excluded* from the term are the following:

(1) Facilities intended primarily for events for which admission is to be charged to the general public.

(2) Facilities intended to be used as a gymnasium or other facility specially designed for athletic or recreational activities, other than for an academic course in physical education or where the Commissioner finds that the physical integration of such facilities with other academic facilities included under the act is required to carry out the objectives of this act.

(3) Facilities used or to be used for sectarian instruction or as a place for religious worship.

(4) Facilities (not described in the above exclusions) which are used or to be used primarily in connection with any part of the program of a school or department of divinity. The term "school or department of divinity" as used here means an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects.

(5) Facilities used or to be used by a school of medicine, dentistry, osteopathy, pharmacy, optometry, podiatry, nursing, or public health, as these terms are defined by the recently enacted section 724 of the Public Health Service Act (P.L. 88–129).

"Construction" means the erection of new or expansion of existing structures, and providing their initial equipment, the acquisition of existing structures, and the rehabilitation, alteration, conversion, or improvement (including initial equipment, or

modernization or replacement of built-in equipment) of existing structures, or any combination of the foregoing.

"Equipment" includes (in addition to machinery, utilities, and built-in equipment and enclosures or structures necessary to house them) all items necessary for the functioning of a facility as an academic facility, except books, curricular and program materials, and items of current operating expense. "Initial equipment" is that equipment which is provided in connection with construction, as defined, except that in case of rehabilitation, alteration, conversion, or improvement of existing structures, it includes only the equipment necessary to make the structures adequate for use as an academic facility. The Commissioner is directed to define the terms "equipment," "initial equipment," and "built-in equipment" more particularly by regulation.

"Development cost" means the amount found by the Commissioner to be the construction cost and the necessary costs of land acquisition and site improvements, but not including any such costs incurred, or arising under a contract entered into, prior to the date of enactment of the bill. In determining the amount of a grant under titles I and II, there is to be excluded from the development cost an amount equal to other Federal grants with respect to the construction, and any non-Federal funds required to be expended as a condition of the other Federal grants. In determining the amount of a loan under title III, there is to be excluded from the development cost an amount equal to the amount of any Federal financial assistance obtained under other laws with respect to the oonstruction in question.

"Federal share" is the term used to describe the portion of the development cost of a project which is to be borne by a grant under title I. As stated elsewhere in this description, the Federal share is to be 40 percent in the case of a project for a public community college or public technical institute and may not exceed one-third of the development cost of a project in other cases.

"Higher education building agency" means (1) a State instrumentality or agency authorized to provide, or finance the construction of, academic facilities for institutions of higher education, or (2) any nonprofit corporation established by an institution of higher education to provide academic facilities for its use, if, upon its dissolution, title to any property purchased or built from the proceeds of any loan under title III will pass to the school.

"Institution of higher education" means an institution which meets all of the following criteria:

(1) It admits as regular students only individuals having a certificate of graduation from a high school or the recognized equivalent of such a certificate.

(2) It is legally authorized within such State to provide a program of education beyond high school.

(3) It provides an educational program for which it awards a bachelor's degree, or provides not less than a 2-year educational program which is acceptable for full credit toward such a degree, or provides a so-called technical-institute program, i.e., a 2-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge.

(4) It is a public or other nonprofit institution.

(5) It is accredited by a nationally recognized accrediting agency listed by the Commissioner, or, if not so accredited, is an institution whose credits are fully accepted, on transfer, by not less than three institutions which are so accredited. In the case of an institution offering a technical-institute program described in paragraph (3) above, if the Commissioner determines that there is no nationally recognized accrediting agency or association qualified to accredit such institutions, the Commissioner shall appoint an advisory committee under section 402(c) for that purpose, which shall consist of persons specially qualified to evaluate training provided by such institutions and which shall prescribe and apply to the particular institution the standards of content, scope, and quality which must be met in order to qualify for assistance under the act.

A special rule allows an institution to qualify for a grant or loan if not then able to satisfy the accreditation requirements of paragraph (5) of the definitions of "institution of higher education" if the Commissioner determines that there is satisfactory assurance that it will become accredited upon completion of the project that is to be federally assisted (and of any other projects then under construction or planned for commencement within a reasonable time).

The Commissioner is to publish a list of nationally

recognized accrediting agencies or associations which he determines to be reliable authority as to the quality of education or training offered.

The term "public community college and public technical institute," as used in the bill, means an institution of higher education as above defined if it is under public supervision and control and is organized and administered principally to provide either (1) a 2-year program acceptable for full baccalaureate degree credit or (2) a technical-institute program as described above in paragraph (3) of the definition of the term "institution of higher education." It may include a branch of a 4-year institution of higher education if located in a different community.

"Cooperative graduate center" means an institution or program created by two or more institutions of higher education which will offer to the students of the participating institutions of higher education graduate work which could not be offered with the same proficiency and/or economy at the individual institution of higher education. The center may be located, or the program carried out, either on the campus of any participating institution or at a separate location.

"Cooperative graduate center board" means a duly constituted board—composed of representatives of the participating institutions and of the community involved—established to construct and maintain the cooperative graduate center and coordinate academic programs.

"High school" is defined to exclude any grade beyond grade 12.

"Nonprofit educational institution" is defined to mean those owned and operated by corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

"Public educational institution" is so defined as to exclude those of any agency of the United States.

"State" is defined to include the District of Columbia, Puerto Rico, the Virgin Islands, Guam, and American Samoa, as well as the 50 States.

Section 402. Federal administration

Subsection (*a*) gives the Commissioner authority to delegate his functions, exclusive of his regulation making authority, to any of the officers or employees of the Office of Education.

Subsection (*b*) authorizes the Commissioner to utilize other public or nonprofit agencies or institutions in carrying out his duties under this act.

Subsection (*c*) permits the Commissioner, with the approval of the Secretary of Health, Education, and Welfare, to appoint advisory committees to advise and consult with the Commissioner with respect to the administration of any of his functions under title I or III of this act. (For special advisory committee under title II, see section 203.) The usual provisions relating to compensation of advisory committees will apply.

Section 403. Labor standards

This section provides that before making a grant or loan the Commissioner shall obtain adequate assurance that the laborers and mechanics employed by contractors (and subcontractors) in working on a project will be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, and will receive overtime conpensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act.

In the case of nonprofit educational institutions, i.e., those not publicly owned, the section permits the Commissioner to waive these requirements in certain cases where services are voluntarily donated and the amounts thereby saved are fully credited to the institution.

Section 404. Recovery of payments

Subsection (a) sets forth a congressional finding and declaration that, if a facility constructed with the assistance of a grant or grants under title I or II of this act is used for a period of 20 years following completion of construction, the public benefit accruing to the United States from such use will equal or exceed in value the amount of such grant or grants. Therefore, the period of 20 years after completion of such construction is to be deemed the period of Federal interest in any such facility.

Under subsection (*b*), if within this 20-year period of Federal interest (1) the applicant (or its successor in title or possession) ceases or fails to be a public or nonprofit institution or (2) the facility ceases to be used as an academic facility, or certain proscribed uses (i.e., those excluded by definition from the term 'academic facility') are made of the facility, the United States may recover from the applicant or its successor an amount which bears

the same ratio to the value of the facility at the time the proscribed use occurs as the Federal grant under this program bore to the development cost of the facility.

Section 405. Method of payment

Payments under the act may be made in installments, and in advance or by way of reimbursement, with adjustments on account of overpayments and underpayments.

Section 406. Administrative appropriations authorized

This section authorizes the appropriation of sums necessary to meet the costs of administering this act.

Section 407. Federal control not authorized

This section provides that no department, agency, office, or employee of the United States shall, under authority of this Act, exercise any direction, supervision, or control over or prescribe any requirements or conditions with respect to the personnel, curriculum, methods of instruction, or administration of any educational institution.

Secretary's Letter to the Governors

In establishing the administration of the Higher Education Facilities Act of 1963, the Secretary of Health, Education, and Welfare sent the following letter to the governors of the 50 States, Virgin Islands, Guam, Puerto Rico, and American Samoa, calling attention to provisions of the act and requirements of the law in setting up a State commission. Secretary Celebrezze also sent similar letters to college and university presidents and to all chief State school officers.

December 16, 1963.

Dear Governor_____:

President Johnson, when he signed the Higher Education Facilities Act of 1963, stressed the urgent need to help our colleges and universities to nearly double their physical capacity in this decade. He also asked me to communicate with you about the principal steps required by you and the Office of Education to get the new program underway as soon as funds are available. A copy of the President's statement on this significant national commitment to increase academic facilities is enclosed.

Presidents of institutions of higher education and the chief State school officer in your State will receive similar information from the Commissioner of Education.

Title I of the Act authorizes *grants* to pay part of the cost of construction of certain types of academic facilities for publicly controlled and privately controlled institutions of higher education. Twenty-two percent of the funds under Title I are reserved for the construction of facilities in public community colleges and public technical institutes. Title II authorizes *grants* to pay part of the cost of the construction of facilities for graduate schools and cooperative graduate centers. Title III authorizes *loans* for the construction of academic facilities.

The law authorizes $230 million for Title I for the year ending June 30, 1964 and for the two succeeding years. The attached table shows the State breakdown of this authorization.

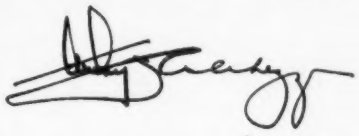
An important purpose of this letter is to bring to your attention Section 105(a) of the Act which concerns the designation or establishment of a "State Commission." This Section provides that a State desiring to participate in the grant program under Title I shall designate an existing State agency which is broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State, or, if no such State agency exists, shall establish such a State agency, and submit to the Commissioner of Education, Mr. Francis Keppel, through such agency, a State plan. States intending to participate in the program under Title I should notify the Commissioner of Education as to the State agency which has been designated or established as the "State Commission." Such notification should also be accompanied by (1) your certification that the members of such commission are, in accordance with Section 105(a), broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State, and (2) a certification, including citation of State law, by the appropriate State legal officer, that such "State Commission" is authorized under State law to formulate, submit and administer a State plan under Title I.

In addition, under Section 105(b) the Office of Education is authorized, subject to the availability of funds, to expend such amounts (not to exceed a

total of $3,000,000 for all States during each of the first two fiscal years) as may be necessary for the proper and efficient administration of State plans approved under Title I of the Act, including expenses which were necessary for the preparation of such plans.

I can assure you that the Commissioner of Education will welcome your observations and suggestions about the administration of this program.

Sincerely,



Secretary

Steps in Initiation of The Act

The Secretary of Health, Education, and Welfare has announced the principal steps to be followed in establishing the administration of the Higher Education Facilities Act.

Time-tables and deadlines for these steps have not been specified. *Higher Education* will report additional developments, including deadlines and regulations, as they are determined.

The steps so far determined are outlined below.

1. Designation or establishment of the State Commission by the Governor (Title I)
2. Establishment by the Office of Education of the Advisory Committee on Graduate Education (Title II)
3. Publication by the Office of Education of initial regulations
4. Submission of State plan and approval of plan by the Office of Education
5. Submission by the higher education institutions of Part I of applications (preliminary application for purposes of eligibility determination and tentative approval)
6. Recommendation of projects by the State Commission and the Advisory Committee on Graduate Education
7. Tentative approval of applications (Part I) and reservation of funds for grants or loans by the Office of Education
8. Submission by higher education institutions of Part II of applications (complete application with proposed construction plans) and processing of these for approval.

OFFICE OF EDUCATION *Studies* AND *Surveys*

Study to Determine Institutional Needs Through 1969

THE U.S. Office of Education has sought the assistance of nearly 400 colleges and universities in an attempt to determine the number of new teachers and the kind of specialties which the institutions will need when enrollments soar 50 percent to an estimated 6.7 million in 1967.

Each institution is being asked to list, by academic or administrative area, present staffs and anticipated needs through 1969. The 400 institutions currently employ about two-thirds of all instructional, research, and administrative personnel in higher education.

In estimating needs for administrative staff members, the institutions are asked to include all positions which normally can be filled by persons who have at least a bachelor's degree. They should also list all teachers, researchers and administrators currently employed part time.

This study is the first of its kind by the U.S. Office of Education.

Science and Mathematics Teachers in Public Schools

IN THE FALL SEMESTER of 1961 approximately one-sixth (17 percent) of the 592,000 teachers in the Nation's public senior and junior high schools were full-time or part-time teachers of science, and another one-fifth (20 percent) full- or part-time teachers of mathematics.

The exact figures are 103,666 science teachers and 118,298 mathematics teachers. Approximately 62 percent of the science teachers and 65 percent of the mathematics teachers were working full-time in one or both of these fields. The number of teachers with both science and mathematics classes tended to increase in the junior high schools and in the smaller senior high schools.

Teacher turnover is heavy in both categories: nearly 22 percent of all science teachers and 20 percent of the mathematics teachers were new to the

Conference of Deans Disbanded

The Conference of Deans of Southern Graduate Schools voted at its 37th annual meeting in Memphis on November 30 to December 1 to disband at the conclusion of that meeting. The membership of the conference is made up of 52 graduate schools in the Southern Region.

The conference has joined forces with the new Council of Graduate Schools in the United States, which has a membership of well over 200, including most of the members of the former Conference of Deans of Southern Graduate Schools.

schools in which they were employed in 1961, and 12 percent of the science and 11 percent of the mathematics teachers were new to the teaching profession.

These facts were revealed in an Office of Education survey initiated to ascertain the total number of science and mathematics teachers in the Nation's public schools and their distribution according to teaching load (class periods per day), geographic region, and size and type of school.

Other facts revealed by the survey are reported in *Science and Mathematics Teachers in Public High Schools*, by Ellsworth S. Obourn, specialist in science, and Kenneth E. Brown, specialist in mathematics, in the Office of Education. The publication may be obtained by number (OE–29045) from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, for 20 cents.

Increase in Academic Degrees Predicted

THE U.S. Office of Education has estimated that more than half a million students—371,900 men and 224,400 women—will receive degrees next June from colleges and universities.

This information was revealed by a survey of 1,500 4-year schools in the "college and university" category.

Approximately 446,800 students are expected to receive bachelor's degrees. About 44,100 will receive first professional degrees, those which are awarded to students in fields such as law and medicine and which require 5 or more years of work. An estimated 92,400 students will receive master's degrees, and about 12,900 will receive doctorates.

The number of degrees earned during the academic year 1961–62, the latest year for which an actual count has been completed, totaled 516,996.

Projected estimates for the 1973–74 academic year indicate that 999,500 will receive degrees, a total nearly double that for the 1963–64 academic year.

International Education

British Government Endorses Robbins Report on Higher Education

BRITAIN'S Committee on Higher Education under the chairmanship of Lord Robbins, distinguished economics professor, recently outlined far-reaching recommendations for the expansion of education in Britain, and within 24 hours the Government issued a statement announcing that it would accept most of the report.

The statement, after paying tribute to the Robbins Committee, says in part:

The basic assumption of the report is that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and also the calculations on the number of places, both in higher education as a whole, and in institutions of university status, which flow from it.

The Government adopts the committee's calculation for 1967–68 and 1973–74 as their objectives for those years. Plans are being put in hand and resources will be provided accordingly.

In order to meet the rapidly growing number of qualified students as the bulge in the post war birth rate reaches its peak, we shall seek to accelerate the university expansion already taking place. The new objective, to be achieved in 1967–68, as recommended by Lord Robbins and his committee, will be 197,000 full-time students in institutions of university status and 328,000 in all higher education. The recurrent and capital grants for the university institutions concerned will be adjusted accordingly. The University Grants Committee and the education departments are being asked to discuss with the institutions concerned the best methods for securing this expansion.

This immediate operation will be the first step in formulating a 10-year program for the 390,000 full-time higher education places in universities, technical colleges and training colleges by 1973–74, which is recommended in the report.

Of this total 217,000 will be in institutions of university status. This 10-year program will take account of the need for further big expansion after 1973–74.

The cost of this 10-year program, including the immediate emergency expansion, is estimated at 3,500,000,000 pounds ($9,800,000,000). This implies more than doubling the annual cost of higher education in 10 years. It will be essential to get the fullest possible value for money from this massive allocation of scarce resources. Moreover, it is important to keep this pro-

gram in proper relationship with the development of school and technical education. The urgent requirement is to provide enough places while the bulge is reaching university age.

Decisions are also required on the future pattern of higher education in the light of the report.

First, the Government accept the recommendation that the colleges of advanced technology and certain Scottish institutions should have university status. Preliminary action to carry this out will be started at once. The recommendation that the Royal College of Art and the College of Aeronautics should be brought within the ambit of a University Grants system will also be implemented. Promotion of other existing institutions to university status will, as the report proposes, be considered later. The proposals for the foundation of six new institutions will be considered during the formulation of the 10-year program by the University Grants Committee and the Government. The University Grants Committee is being asked for an early report on the specific recommendation that a new university should be located in Scotland.

The Government strongly endorse the report's emphasis on the building up of technological universities and the development of management studies. They are asking the University Grants Committee for an early report on the further development of the Imperial College, London, the Royal College of Science and Technology, on the lines proposed in the report; and also on the proposal for a completely new technological university.

In the field of advanced further education outside the universities, the Government welcome the committee's recommendation for the establishment of a Council for National Academic Awards which will administer degree courses for students in non-university institutions. They will start early discussions with the university and other interests as soon as possible.

All these plans for expansion are being set in train at once. On questions of organization, which are the subject of important and far-reaching recommendations, legislation and time will be needed. The Government accept that organizational changes will be necessary. They also agree with the committee that considerations of academic freedom require that autonomous institutions of higher education should draw the Government's financial support through an independent body on similar lines to the present University Grants Committee. This will be a central feature in the changes which the Government will in due course propose. The Government will also make a full review of higher education and student finance in the light of the considerations put forward in the report.

School in Guatemala To Be Expanded

THE AGENCY for International Development announced that it is lending $700,000 to the American School of Guatemala, known in Guatemala as El Colegio Americano de Guatemala.

The school, established in 1945, now has more than 500 students, over 85 percent of whom are Guatemalans. It has been graduating approximately 40 students a year.

The AID loan, repayable in dollars over 30 years, with interest at 1¼ percent, will be used to meet costs of expansion and improvement of courses, to purchase new equipment, and to provide more trained manpower and leadership in furtherance of the Alliance for Progress. The terms also include a credit fee of three-fourth of one percent.

Also as a result of the loan, the school will be able to increase the number of its graduates. There is now a serious shortage of secondary school facilities in Guatemala, particularly of those which prepare candidates for universities. The improvement in the American School can help fill this need, as well as assist in overcoming a shortage of technical and managerial skills.

OE program notes

National Defense Education Act

Intensive summer language programs

TWENTY UNIVERSITIES throughout the United States will receive Federal financial support for summer programs of intensive instruction in 27 critically needed modern foreign languages. These programs will accommodate some 1,500 undergraduate and graduate students.

Approximately $250,000 will be used by NDEA at the universities to help pay for instructional services. Institutions are required to contribute at least half the costs of operating the programs.

About 600 of the persons in the summer programs will receive financial assistance as NDEA modern foreign language fellows. For undergraduates, the Office of Education has set aside 200 special fellowships in 15 languages at 16 universities. The other 400 will be graduate and postdoctoral students, the majority doing the summer work in conjunction with academic year fellowships awarded by the Office of Education. These fellowships go to students seeking proficiency in a modern foreign language as part of their preparation for teaching in institutions of higher education, or for employment that contributes significantly to the economic, cultural, educational, scientific or political interests of the United States. About 900 additional students are expected to enroll.

The 27 languages for which intensive instruction will be federally supported next summer are spoken

in 7 major world areas—the Far East, Southeast Asia, South Asia, the Near and Middle East, the Soviet Union and East Europe, Sub-Saharan Africa, and Latin America. Hindi-Urdu, Arabic, Swahili, Chinese, Japanese, Polish, and Portuguese are among the languages to be offered.

Students enrolled for intensive instruction in one of the languages devote full time to it and may gain the equivalent of an academic year's course. Other students divide their time between study of a language and courses related to the areas where it is spoken (in such fields as economics, history, anthropology and political science).

Applications for enrollment may be obtained from the institutions conducting the programs, not from the Office of Education. The institutions must submit nominations of fellowship award recipients to the U.S. Office of Education by February 7, 1964 (graduate fellowships) and February 28, 1964 (undergraduate awards). Names of successful applicants will be announced after April 1.

A listing of the universities conducting NDEA-supported intensive language instruction programs during the summer of 1964 is available from the Office.

Graduate fellowship programs approved

THE U.S. Office of Education has approved 694 graduate fellowship programs at 156 colleges and universities for the 1964-65 academic year. A total of 1,500 graduate fellowships will be awarded in these programs during the spring of 1964.

The awards are authorized under Title IV of the National Defense Education Act for the purposes of increasing the number of well-trained college and university teachers and of expanding the Nation's facilities for graduate education. The fellowships are awarded to able students working toward the doctoral degree, the majority being for 3 years of study.

The programs are distributed among academic areas as follows: Humanities, 20 percent; education, 8 percent; social sciences, 24 percent; biological sciences, 14 percent; physical sciences, 19 percent; and engineering, 15 percent. The approved programs were selected on the recommendations of the Title IV Advisory Committee. They were chosen from among 1,243 proposals requesting 6,197 fellowships.

The 1964–65 fellowships will bring the total awarded under the program to 8,500. The program began in 1959.

For each fellow enrolled in an approved graduate program, the participating graduate school receives a cost-of-education payment of up to $2,500. These funds are used by the schools to help finance the establishment of new or the expansion of existing programs. Fellows receive stipends of $2,000 for the first year, $2,200 for the second year, and $2,400 for the third, plus an allowance of $400 for each dependent. A total of $20.7 million of fiscal year 1964 funds will be obligated to cover the costs of the new awards and of those continuing from previous years.

Modern foreign language institutes abroad

ELEVEN U.S. colleges and universities will receive nearly $1,050,000 in Federal funds for the support of National Defense modern foreign language institutes to be held outside the United States during the summer of 1964. More than 600 teachers of modern foreign languages are expected to enroll.

The institutes held abroad provide advanced training for elementary and secondary school teachers of modern foreign languages who have already attended a first-level NDEA institute.

Two of the eleven institutions are conducting NDEA institutes abroad for the first time:

University of Massachusetts—an institute in French at Arcachon, France, for 60 teachers.
San Francisco State College (California)—an institute in Chinese at Taipei, Taiwan, for 10 teachers. This is the first overseas NDEA institute in Chinese.

Five colleges and universities are repeating institutes in Latin America:

University of Arizona—an institute in Spanish at Guadalajara, Mexico, for 52 teachers.
Bradley University (Illinois)—an institute in Spanish at San Miguel de Allende, Mexico, for 52 teachers.
University of New Mexico—an institute in Spanish at Quito, Ecuador, for 54 teachers.
Texas Technological College—an institute in Spanish at Tucuman, Argentina, for 54 teachers.
Wichita State University (Kansas)—an institute in Spanish at Puebla, Mexico, for 54 teachers.

The four remaining institutions will again hold institutes in Europe:

College of St. Catherine (Minnesota)—an institute in French at Rennes, France, for 66 teachers.
Indiana University—an institute in Russian at Moscow, USSR, for 60 teachers.
University of Oregon—an institute in French at Tours, France, for 80 teachers.
Stanford University (California)—an institute in German at Bad Boll, Germany, for 82 teachers.

In mid-December the Office of Education notified each of the participating institutions of its intention to negotiate contracts for conducting the 71 domestic institutes.

Language research

THE Office of Education has contracted for two research studies in foreign languages under Title IV (language development) of the National Defense Act. They are listed here by contract and purpose:

John Fletcher Wellemeyer of Washington, D.C., consultant on problems of education, manpower and highly trained personnel: To survey the Federal Government's needs and current employment policies regarding persons with foreign language skills and prepare for publication a report on his findings. Currently, there is great demand for a pamphlet containing such information.

Fourteen Federal agencies will be asked to provide Dr. Wellemeyer with data on their requirements for persons with language skills, the opportunities they provide for employees for further language training, and for costs of their needs over the next 6 or 7 years. Besides the pamphlet material, the contract calls for a more detailed report for use by the Office of Education.

Dr. Wellemeyer began the project November 25, 1963. It is to cost $5,075.

The University of the State of New York, State Department of Education, Albany: To begin a project to develop a set of color slides on South Asian cultures for use in South Asian language and area studies.

In the first phase of the project the university will examine and assemble slides available in the United States (rephotographing when necessary), prepare a preliminary basic set of slides, and devise an index for the collection.

The draft catalog and preliminary set of slides will be available to major university centers of South Asian studies, including 7 NDEA language and area centers. Faculty members of the centers will be asked to evaluate both catalog and slides. Their comments and evaluation will provide guidelines to the second phase of the project; that is, the production of a comprehensive catalog and a set of 750 color slides based on existing and newly photographed materials.

Ward Morehouse, consultant on foreign area studies at the University of the State of New York, is directing the project. Walter Spink of the Center for Southern Asian Studies at the University of Michigan, Ann Arbor, is the principal investigator. The first phase of the project began December 4, 1963, and is to cost $11,450.

Other Program Notes

Grants for Nuclear Laboratory Equipment

THE Atomic Energy Commission has approved 80 educational assistance grants totaling $721,443 to 76 colleges and universities. The grants will enable the institutions to purchase laboratory equipment and fabricate neutron sources for instruction in the nuclear aspects of the engineering and life and physical sciences. Twenty-six of the institutions are receiving grants for the first time. They were selected on the recommendations of special review committees made up of college and university faculty members active in nuclear science and AEC technical staff members.

The grants are in two general categories: (a) The physical sciences and engineering, 52 grants totaling $467,744 went to 52 institutions, including $16,090 for fabrication of sources; and (b) The life sciences, 28 grants totaling $253,699 went to 27 institutions, including $5,700 for source fabrication. Four institutions received two grants: The University of California, Davis, received two life science grants; Nebraska Wesleyan and the Universities of Pittsburgh and Toledo received grants in both categories.

The 1964 grants bring the total assistance provided under the program since it began in 1956 to $25.1 million and the number of institutions to 644.

Public Health Service

Grants and fellowships

★ Eighteen grants totaling $386,908 have been awarded by the Public Health Service's Neurological and Sensory Disease Service Program to various university medical schools, State boards of health, and professional medical organizations in 15 States. The grants support community service and professional training projects designed to provide more adequate care for persons with neurological and sensory disorders. Eight of the grants support projects dealing with various aspects of speech and hearing disorders, 3 concern vision, and 10 involve various neurological conditions.

★ The Public Health Service awarded 1,962 research grants and 366 fellowships (including Research Career Awards) totaling $58,046,399 during October 1963. Of the total, $8,523,802 was allocated to support 540 new research grants, fellowships, and research career awards. The remaining $49,522,597 was for the continuation of 1,420 previously approved research grants totaling $48,686,839 and 98 fellowships totaling $835,758.

Applications for grants are reviewed by two groups of consultants—a study section and a national advisory council—composed primarily of nongovernmental, nationally recognized leaders in the health field. All awards are made on a competitive basis.

The new research grants were made to 152 institutions in 38 States, the District of Columbia, and 7 foreign countries.

The new fellowships and Research Career Awards were granted to 268 U.S. scientists in 110 institutions in 33 States, the District of Columbia and 7 foreign countries.

The awards were made by two of the Service's operating bureaus, the National Institutes of Health and the Bureau of State Services, with NIH's Division of Research Grants serving as coordinator.

Research contracts

THE National Institutes of Health awarded 47 research contracts, totaling $3,447,667 during July, August, and September 1963. The new contracts were awarded to 45 organizations including university medical schools, pharmaceutical laboratories, and similar research facilities in 20 states, the District of Columbia, England and Japan.

During the same period NIH executed 45 supplementary agreements providing for increases and reductions in existing contracts resulting in a net outlay of $2,386,098. The supplementary agreements were made with 31 contracting organizations in 17 States and the District of Columbia.

NIH officials pointed out that the research contract mechanism is used for research and development activities with limited, highly specific objectives which can best be performed outside the laboratories of NIH. The contracts frequently permit utilization of highly specialized technical skills, equipment, or data not otherwise available.

Statistics reports

THE Public Health Service in Parts II and III of a 5 part statistical report gives details of its financial support to various states and institutions during the fiscal years 1962 and 1963.

Part II is a detailed accounting of awards totaling $161,315,340 for advanced training in the medical and biological sciences during the fiscal year 1962.

Part III is a tabulation of PHS grants for construction of research, hospital, and related health facilities, which totaled $239,891,203 during the fiscal year 1963. Of this amount, $188,582,119 was granted for the construction of hospital and related medical facilities. The remainder, $51,309,084, went toward the expansion of laboratory space in universities and other institutions sponsoring biomedical research, bringing the total amount granted for this purpose since World War II to $230 million. These grants, supplemented by non-Federal funds, resulted in the construction of over $1.1 billion worth of buildings containing research laboratories.

Both publications may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D C., 20402. PHS Publication No. 964, Part II, contains 303 pages and costs $1.00. PHS Publication No. 1079, Part III, contains 65 pages and costs 30 cents.

The National Aeronautics and Space Administration

THE National Aeronautics and Space Administration has awarded a $7,776 contract to the University of Bridgeport for the preparation of a text on astronomy and space sciences.

The text, which will be distributed to elementary school science teachers throughout the nation, will

cover basic astronomy, space science, implications of the space age, mathematics, understanding of the atmosphere, study of planets and the universe, earth science, study of light and color, solar energy, history of science and scientific reasoning.

The Planetarium of the Museum of Art, Science and Industry in Bridgeport will cooperate with the university in the project.

National Science Foundation

NSF supports two University of Illinois programs

A $58,100 grant from the National Science Foundation will enable 40 teachers in junior colleges and technical institutes to study in the fourth annual summer institute in engineering technology at the University of Illinois.

The 1964 session will offer participants an opportunity to earn graduate credits in two areas of specialization—electrical technology and machine design technology. Application deadline is February 15.

Science information specialists

The University of Illinois has also received from NSF a 3-year $46,460 grant in support of a new program to train science information specialists—persons who become proficient in dealing with the mass of facts and reports coming from scientists of the world.

The program, which covers guidance through the junior, senior, and a graduate year, and leads to a master's degree, will train students in biology and chemistry, scientific literature, library resources, information retrieval, and preparation of bibliographies, abstracts, and technical reports, and in the use of the digital computers. The university may add other sciences later and extend the program to a doctor's degree.

The program will begin with the spring semester of 1964. A "B—" academic grade average is required of those seeking grants.

Grants will be made initially to juniors: to four in the spring semester, to six in the fall of 1964, and to an additional six a year later. As undergraduates they will receive $680 a year, and as graduates they will receive $1,834.

Editor's Note.—In *Higher Education*, December 1963, table 2 of the article, "Current Condition of American Academic Libraries," page 9, shows percentages of academic libraries falling below ALA standards in volumes, personnel, and library expenditures as reported in 3 OE studies covering 1959–60, 1960–61, and 1961–62. For 1961–62, enrollment was taken into account in determining those academic libraries which met or fell below ALA standards. In the previous surveys enrollment was not considered.

NEW PUBLICATIONS

Government Publications

How To Obtain

(*1*) *Cost Publications: Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402*

(*2*) *Free Publications: Request direct from the agency issuing them.*

From the Office of Education

Aids for Teaching Science: Evidence of a Good Science Program, by specialists for science, elementary and secondary education. September 1963. 10 p. Free. (OE–29051)

Bible Reading in the Public Schools, by August W. Steinhilber, reprint from *School Life*, October 1963. 4 p. Free. (OE–20058)

Changes in Administrative and Faculty Salaries from 1960–61 to 1962–63, by W. Robert Bokelman and Louis A. D'Amico. September 1963. 18 p. Free. (OE–52004–8)

Digest of Annual Reports of State Boards for Vocational Education to the Office of Education: Fiscal Year Ended June 30, 1962, Summary of Statistical and Financial Information. 1963. 58 p. 45 cents. (OE–80008–62)

College and University Finance Series "Preliminary Report on 9- to 10-Month Faculty Salaries in Universities, Liberal Arts Colleges, Teachers Colleges, and Junior Colleges: 1963–64," by W. R. Bokelman and Louis A. D'Amico. November 1963. 4 p. Free. (OE–52004–9)

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Education Directory, Part 3: Higher Education, 1962–63: Supplement, by Margaret W. Hansley and Theresa Wilkins. November 1963. 26 p. Free. (OE–50000–63A)

Education in France, by George A. Male. 1963. 205 p. 75 cents. (OE–14091)

Placement Examinations in Mathematics, by Clarence B. Lindquist. November 1963. 3 p. Free. (OE–56015–3)

Preliminary Statistics of State School Systems, 1961–62, by Carol Joy Hobson and Samuel Schloss. 1963. 27 p. 20 cents. (OE–20006–62)

Research in Reading for the Middle Grades: An Annotated Bibliography, by Warren G. Cutts. 1963. 80 p. 30 cents. (OE–30009)

Research in Reading Readiness, by Doris V. Gunderson. 1964. 38 p. 20 cents. (OE–30013)

Selected References on Facilities and Equipment for Handicapped Children, by W. Edgar Martin. October 1963. 18 p. Free. (OE–21012)

Science Equipment and Materials: Science Kits, by Albert Piltz and William J. Gruver. 1963. 26 p. 15 cents (OE–29049)

Statistics of Land-Grant Colleges and Universities: Year Ended June 30, 1961, by George Lind. 1963. 124 p. 75 cents. (OE–50002–61)

Stronger Schools Through Guidance, Counseling, Testing, State Leadership, Instructional Resources, and Equipment: A Brief Explanation of Titles III and V-A of NDEA, 1963. 19 p. 15 cents. (OE–20021A)

Summary Report: Faculty and Other Professional Staff in Institutions of Higher Education, 1961–62, by the Higher Education Surveys Section, Division of Educational Statistics, October 1963, 7 p. Free. (OE–54009–62)

Teacher's Manual for the Civil Defense Adult Education Course, draft October 7, 1963. 63 p. Free. (OE–13022)

From Other Government Agencies

American Woman: Report of the President's Commission on the Status of Women 1963, by the President's Commission on the Status of Women. Washington, U.S. Government Printing Office, 1963. 86 p. $1.25.

Health, Education and Welfare Indicators, Office of the Secretary. Washingtson, U.S. Government Printing Office. December 1963. 50 p. 35 cents.

Research Grants and Awards, U.S. Public Health Service: Announced During October 1963. National Institutes of Health, Division of Research Grants—Statistics and Analysis Branch. 45 p. Free. Report 19M.

Public Health Service Grants and Awards, Fiscal Year 1962 Funds, Part II: Training Grants, Traineeships, Fellowships and Research Career Program Awards. Washington, U.S. Government Printing Office, 1963. 303 p. $1.00. (Public Health Service, No. 964, Part II.)

Public Health Service Grants and Awards, Fiscal Year 1963 Funds, Part III: Construction of Health Research Facilities and Hospital and Medical Facilities. Washington, U.S. Government Printing Office, 1963. 65 p. 30 cents. (Public Health Service, No. 1079, Part III.)

Reviews of Data on Research and Development, "Scientists and Engineers in Engineering Schools, 1961." Washington, U.S. Government Printing Office, 1963. 8 p. 10 cents. (National Science Foundation, NSF 63–44.)

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